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ABSTRACT

This study arose out of a concern of the Nedlands College staff about the lack of written objectives on the aims of the teacher education program. A survey was conducted among members of the staff addressing their expectations with regard to students. The final objective of the survey was to define good teaching and the aims and objectives of a teacher education institution. A series of competency scales, each relating a set of basic assumptions about teaching, was presented to faculty members. In order to obtain a balanced range of items, statements appropriate to each competency scale, i.e. professional knowledge, teaching techniques, classroom management, social interaction, and personal attributes, were included. An index to the statements used in the survey is included in this report, as well as tables indicating the rank given to specific teacher characteristics and behaviors. (JD)

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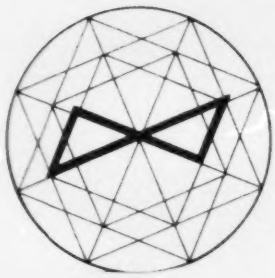
ENQUIRY INTO GOOD TEACHING



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NEDLANDS COLLEGE of Advanced Education

SP 017 553

ENQUIRY INTO GOOD TEACHING

A SURVEY of STAFF OPINIONS undertaken under the AUSPICES
of the RESEARCH COMMITTEE of NEDLANDS COLLEGE
by MRS. M. KAPLAN

FEB 2 3 1981

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STATEMENT of the PROBLEM

> *the main purpose of a teacher education programme is to produce teachers who possess certain knowledge, appropriate skills toward themselves and their peers and students, performance skills and the ability to put these all together to bring desirable learning, attitudes and behaviour in their pupils*[1]

What knowledge, attitudes and skills should prospective teachers possess?

At its meeting of 13 April 1977, the Research Committee within the Nedlands College of Advanced Education posed three general questions in relation to such an enquiry.

> What are the expectations of Principals with regard to new teachers?
>
> What are the expectations of graduating students with regard to schools?
>
> What are the expectations of College staff with regard to students?

The present study is directed primarily toward the last of these questions. The survey looks at the role of the Teachers' College in Teacher Education as perceived by fifty four members of College staff. The knowledge, skills and attitudes acquired by the 'good' teacher flow from a variety of sources - natural aptitudes, maturation, home influence, school learning, specific training and field experience. It is the nature and content of the specific training that challenges training institutions.

The aim of the survey is to:

- identify the role of Nedlands College in Teacher Education
- clarify goals and aims in terms of teaching competence
- specify knowledge, attitudes and skills that should be mastered by students graduating as teachers from the College
- solicit general agreement among staff regarding the relative importance of these skills

1 (Johnson and Shearron, 1973)

INTRODUCTION

A Teacher Education programme derives from a set of assumptions about teaching. From these a statement of goals can be generated that define the competencies a teacher will need. A preliminary search for existing statements of assumptions, goals and instructional objectives led to:

(a) a literature search of Teacher Education programmes including those described as competency based;

(b) an examination of course outlines current within Nedlands College of Advanced Education to extract/extrapolate stated and implied objectives; and,

(c) attendance as a participant/observer over a period of three to four weeks at a range of method classes for final year students within various specialist subject areas offered by the College in order to identify patterns of existing priorities.

THEORETICAL BACKGROUND

With the contemporary shift of organizational and funding arrangements in western educational systems, America, Canada, Britain, Australia, from centralized control to autonomy, accountability has become a prime area for research in education. The movement has extended beyond school into the field of teacher education.

A literature survey shows that studies of teacher effectiveness have been viewed within three broad streams:

(a) performance/competency based teacher education studies;

(b) back to basics; and,

(c) the humanistic movement.

There appears to be no universal set of expectancies that defines what constitutes good teaching or that offers an unequivocal statement concerning the aims and objectives of a Teacher Education institution. In fact, the search for objectives is under a cloud in curriculum development, and educationalists are less convinced by Tyler and Bloom's approach to taxonomies of objectives. Three kinds of criticism are levelled at those

who have attempted to clarify the objectives of teacher education:

1. The emphasis placed on those objectives most easily demonstrated and readily measured along with the apparent disregard for the more intangible, but still important, aspects of education.
2. The view of objectives as fixed and immutable.
3. The absence of research evidence to demonstrate the relationship between the content and method of training and teacher effectiveness in the classroom.

Despite these criticisms, it makes good sense to have as clear an idea as possible of what a job entails before attempting to carry it through. In order to prepare students for teaching it is essential to know what the actual work of teaching involves. This information can then be used as a basis for planning a course of preparation and to take a critical look at existing courses with a view to re-appraisal.

From the literature it is apparent that while it has not been possible to list specific objectives common to educationalists, there is considerable general agreement that an effective teacher is one who:

(a) possesses professional skills and techniques which are directly related to the day to day work of teaching;
(b) possesses certain knowledge and understanding that provide essential background to his work;
(c) possess certain personal qualities; and,
(d) has the interpersonal skills needed to maintain personal relationships within the community and the school.

The present study arose out of a concern by members of College staff about the absence of a set of written objectives for the College, the desire on the part of those staff to have the opportunity to discuss personal views on the aims of teacher education and the wish to contribute to the professional development of the College.

The intention of this study was to provide the context against which these internal College needs may be met. The approach is neither original or new. Fishburn (1966) describes the professional code of the teacher as one having

six separate dimensions ranging from the immediate 'in classroom' responsibilities to those related to the wider community. Dymond (1976) takes this notion a step further by using the dimension to describe the teacher's professional horizon along a single developmental spectrum and not as separate entities to be placed in order of priority.

THE STUDY

A conceptual framework suggested by the Leeds Colleges Curriculum Project (1973) was used as the basis for formulating a series of competency scales each relating a set of basic assumptions about teaching. In order to obtain a balanced range of items a series of statements with items appropriate to each competency scale i.e. professional knowledge, teaching techniques, classroom management/routine, social interaction and personal attributes was constructed. In all, sixty five positive statements about teaching were written.

The statements were prepared as a single set of cards, one statement per card. Fifty four members of College staff participated, representing all teaching departments within the College.

Respondents were interviewed either individually or in small groups and invited to sort the cards according to their personal judgement from the least to the most important and rate each of the statements along a seven point scale.

ANALYSIS of DATA

Responses were recorded and transferred to computer cards for analysis. For each item, a mean, a standard deviation and a frequency distribution of ratings was obtained. For each respondent a spread of scores was shown.

RESULTS

The results indicate there is general agreement among College staff that the 'in classroom' behaviour of the beginning teacher is of first importance and one of the prime functions of the College is to provide the skills that will enable the beginning teacher to survive long enough to develop professional judgement, social awareness and the wider involvement that comes with maturity and experience.

Although there was heavy classroom emphasis among the top ten items the distribution of the remaining items for each of the competency scales was scattered across the seven point range and not placed according to category. The sixty five items form a gradual continuum from least to most important with a clustering of items to the top of the scale.

Table 1 gives a detailed analysis of the rank, mean and standard deviation of each of the sixty five items used in the survey. Table 2 shows the items ranked highest and Table 3, the items ranked lowest.

This type of analysis gives an oversimplified view of many of the opinions expressed by staff and fails to highlight the unique set of values each staff member brought to the situation.

While it is not possible to give details of individual responses it is possible to separate four themes affecting individual responses.

1. ROLE of the COLLEGE

   The items with the highest rankings in the survey relate to the characteristics seen as most needed by the beginning teacher. These may or may not be the same as the most desirable characteristics of a teacher per se.

   Nearly one third of those responding to the survey responded to the question:

   > Are all these statements related to things for which the College is responsible?

   with some reservation. Fourteen items were identified as not being primarily the responsibility of the College. (see Table 4)

2. OBSCURITY of ITEMS

Some respondents expressed a feeling of confusion over the wording of particular items. There were five items that fell into this category. (see Table 5)

3. DIFFERENCE of OPINION

Marked differences of opinion occurred in the ranking of some items related to professional/personal attributes. Two clusters of responses were recorded for these items, one at the lower end and one at the upper end of the seven point scale. Some staff members felt the College should not be concerned with issues involving the personal choice of the individual. Others regarded these choices as an important gauge of suitability as a teacher. These differences of opinion are reflected in the relatively high standard deviations shown in Table 6.

4. INTERPRETATION of the TASK

The ranking of items by members of staff was a highly individual exercise. Each respondent's perception of the task affected the way items were ranked. When asked to describe the basis upon which an allocation of rank was given to an item, staff members variously described the method as hierarchical, survival, categorical or intuitive.

The constraints of the research methodology of having to place at least ONE item in each of the categories one to seven created its own source of error. Respondents varied from those who attempted an even distribution across the seven point scale to those who effectively used only points five to seven and at the end of the sorting marked down items in order to have at least one at each of the other points along the scale.

Items ranked as low may therefore be explained in several different ways. They were:

(a) items of low importance;
(b) items which were similar to other items ranked high, and therefore redundant; and,
(c) items which must be assumed by the presence of other items ranked high.

TABLE 1 Item Statistics

Rank	Item Number	X	SD	Focus of Item
1	25	6.23	1.05	Motivation
2	33	6.13	0.96	Clarity
3	19	6.09	1.33	Ability to teach a lesson
4	24	6.06	1.15	Appropriateness of level
5	45	5.96	1.27	Control of pupils
6	28	5.79	1.31	Individual learning
6	6	5.79	1.47	Enthusiasm
8	29	5.74	1.36	Variation in methods
9	47	5.70	1.29	Consistency
10	18	5.68	1.37	Programming
11	17	5.64	1.43	Knowledge of content
12	21	5.60	1.49	Choice of teaching strategies
13	20	5.58	1.36	Individual thought
14	60	5.57	1.56	Use of voice
15	58	5.51	1.62	Teaching style
16	35	5.47	1.53	Questioning techniques
17	55	5.45	1.41	Teacher/pupil rapport
17	54	5.45	1.44	Teacher/pupil rapport
19	65	5.43	1.39	Seeking advice
19	57	5.43	1.56	Sincerity
21	36	5.42	1.62	Programming
22	34	5.38	1.47	Use of resources
22	30	5.38	1.51	Varied approaches
24	11	5.32	1.49	Teaching strategies
24	49	5.32	1.53	Pupil/teacher rapport
24	64	5.32	1.54	Self Control
24	22	5.32	1.63	Professional development
28	51	5.30	1.64	Teacher/pupil rapport
29	26	5.29	1.54	Reinforcement
30	23	5.21	1.55	Identifying learning outcomes

Rank	Item Number	X	SD	Focus of Item
31	37	5.19	1.73	Literacy of teacher
32	9	5.15	1.51	Professional knowledge
33	53	5.09	1.48	Classroom interaction
34	31	5.08	1.41	Self evaluation
34	10	5.08	1.44	Professional knowledge
34	7	5.08	1.54	Knowledge of subject
37	52	5.06	1.54	Personal relationships
37	44	5.06	1.77	Classroom environment
39	39	5.02	1.74	Pupil evaluation
40	16	4.96	1.51	Knowledge of subject
41	27	4.94	1.29	Professional knowledge
42	8	4.85	1.79	Professional knowledge
43	2	4.83	1.73	Professional knowledge
44	46	4.81	1.65	Classroom techniques
45	32	4.75	1.48	Pupil evaluation
46	38	4.74	1.39	Classroom techniques
47	50	4.70	1.51	Professional knowledge
47	14	4.70	1.77	Knowledge of subject
49	3	4.68	1.58	Professional attitude
49	59	4.68	1.95	Personal growth
51	42	4.53	1.93	Teaching aids
52	4	4.40	1.71	Professional attitude
53	41	4.32	1.73	Teaching aids
54	43	4.21	1.71	Teaching aids
55	1	4.21	1.71	Professional knowledge
56	48	4.09	1.76	Teacher/pupil rapport
57	63	3.89	2.14	Extra curricular activities
58	61	3.87	1.84	Extra curricular activities
59	15	3.75	1.66	Knowledge of school curriculum
60	62	3.72	1.95	Personal qualities
60	56	3.72	2.00	Professional attitude
62	5	3.68	2.01	Professional attitude
63	13	3.62	1.84	Classroom techniques
64	12	3.49	2.02	Knowledge of curriculum
65	40	3.15	1.73	Administrative routines

TABLE 2 Highest Ranked Items

Item Number	Characteristic	Rank
25	Be able to actively involve students in subject material i.e. stimulate desire to learn	1
33	Be able to give clear instructions	2
19	Be able to take a lesson	3
24	Be able to adopt instructional level/ method appropriate to particular pupil interests, experiences and abilities	4
45	Be able to maintain firm and friendly control of the class	5
28	Be able to cater for individual differences	6
6	Be able to discuss subject with enthusiasm	6
29	Be able to use a variety of teaching methods	8
47	Be able to maintain pleasant and consistent behaviour	9
18	Be able to plan a sequential series of lessons for a unit of work	10
17	Be widely read in major teaching area	11
21	Be able to implement strategies that ensure each lesson provides a balanced variety	12
20	Be able to encourage students to explore their own ideas	13
60	Be able to make effective use of voice in teaching e.g. volume, pitch, quality, diction, language usage	14
58	Be able to develop a teaching style suited to own personality	15
35	Be able to use a range of questioning techniques	16

TABLE 3 Lowest Ranked Items

Item Number	Teaching Characteristic	Rank
40	Be able to maintain administrative records and follow established procedures for ordering, requisitions etc.	65
12	Have an understanding of the rationale behind the structure and implementation of the Achievement Certificate.	64
13	Be able to demonstrate an understanding of at least two specialised techniques e.g. microteaching, interaction analysis, simulation techniques, human relations training.	63
5	Be able to engage in professional activities that support or improve teaching as a profession.	62
56	Be able to show due regard to the role of the teacher as a representative of public morality and behave accordingly, e.g. mediator of culture, model for the young.	60
62	Have an appropriate attitude toward standards of dress.	60
15	Have knowledge of work covered by pupils in the total school curriculum.	59
61	Be able to contribute to extra activities related to school.	58
63	Have interests outside the school which help maintain a creative interest in life.	57
48	Be able to match non verbal and verbal behaviour in classroom interaction.	56

TABLE 4 Teaching Characteristics which the College has not the prime responsibility to develop

Item Number	Teaching Characteristic	Rank
1	Have well informed ideas about a wide range of topical and educationally relevant issues.	55
4	Be able to maintain professional relations with his colleagues.	52
20	Be able to encourage students to explore their own ideas.	13
47	Be able to maintain pleasant and consistent behaviour - be fair and impartial, have a sense of humour, laugh at pupil's jokes.	9
49	Be able to respond with sensitivity to students' feelings and moods.	24
51	Be able to help students develop confidence in themselves. Help students feel they are part of the school organization.	28
52	Be able to talk to students about their personal difficulties.	37
54	Be able to establish warm relationships with students and peers.	17
55	Be able to listen to and respond to student opinions.	17
57	Have an open and sincere approach in personal contacts.	19
61	Be able to contribute to extra activities related to the school.	58
63	Have interests outside the school which help maintain a creative interest in life.	57
64	Have a capacity for self control	24
65	Be willing and able to ask for help and advice.	19

TABLE 5 Items found Ambiguous by a Number of Respondents

Item Number	Statement	Rank
7	Be able to answer most student questions about subject matter. Be able to direct students to an answer about their questions in content area.	34
8	Be able to distinguish between fact and opinion. Demonstrate independent critical and creative thought.	42
13	Be able to demonstrate an understanding of at least two specialized techniques e.g. microteaching, interaction analysis, simulation techniques, human relations training.	63
32	Have specific skills in diagnosing the learning needs of children e.g. make observation of student behaviour, administer standard educational diagnostic tests etc.	45
48	Be able to match non verbal and verbal behaviour in classroom interaction.	56

TABLE 6 Items Reflecting Difference of Opinion

Item Number	Teaching Characteristic	Mean	Standard Deviation
5	Be able to engage in professional activities that support or improve teaching as a profession.	3.68	2.01
12	Have an understanding of the rationale behind the structure and implementation of the Achievement Certificate.	3.49	2.02
40	Be able to maintain administrative records and follow established procedures for ordering, requisitions, etc.	3.15	1.73
56	Be able to show due regard to the role of the teacher as a representative of public morality and behave accordingly e.g. mediator of culture, model for the young.	3.72	2.00
62	Have an appropriate attitude towards standards of dress. Be well groomed and dressed appropriately to the situation.	3.72	1.95
63	Have interests outside the school which help maintain a creative interest in life.	3.89	2.14

DISCUSSION

While in general terms the results are consistent with the trends indicated by other studies (Cruickshank, Kennedy 1978; Fishburn 1966; Gage 1972; Dymond 1976) and support the notion that emphasis on training for the beginning teacher should be on immediate survival needs, other aspects were also seen as essential to good teaching - particularly certain personal attributes and skills in interpersonal relationships.

Participants in this study were placed in a double dilemma - that of trying to respond to the urgent needs of the final year student about to graduate, while at the same time viewing the overall objectives of a teacher education programme extending over a three year period in preparation for this event and that of distinguishing which of these skills are those for which the College has the responsibility to prepare students and those over which the College has little or no control.

The fact that the major part of the study was conducted during the final weeks of the academic year may have given added emphasis to the more immediate needs of the graduating student.

This study lacks precision in a number of areas:

(a) differentiation of the different stages in the Teacher Education programme;
(b) the number of survey items;
(c) the selection of items used;
(d) the balance of items within categories;
(e) the level of generality of items; and,
(f) the role of the College.

These deficiencies are discussed below.

DIFFERENTIATION of STAGES in the TEACHER EDUCATION PROGRAMME

To ask what competencies teachers graduating from this College should have focuses attention on end product needs. Such needs are only one of the many sets of needs the College is fulfilling. It may have been more productive to have identified a less fixed range of behaviours that highlighted different but equally valid aspects of training. It may be that different aspects have

their own unique emphasis at different stages of training.

Professional background, general education, personal development, each has a part in preparing students to become teachers. The 'in classroom' emphasis developing at the end of the training period gives an artificial focus on immediate needs and fails to reflect the overall pattern of the Teacher Education programme.

THE NUMBER of SURVEY ITEMS

An effort was made to cover as many behaviours related to teaching as possible. Sixty five positive statements were constructed and tried out on a small pilot group. It was anticipated that this procedure would sort out suitable from unsuitable items and effectively reduce the number of statements used in the study proper. However, this was not the case and no items were eliminated during the trial period. This may be explained as a function of having too many items to deal with and participants being mentally swamped by the task.

It may also have been that members of the Research Committee were not the most suitable as participants in the pilot phase because their previous involvement in the preliminary discussions regarding the research gave them a pre determined set toward the items.

In the study proper a number of staff participants indicated they found difficulty with the sorting task. The major contributors to the difficulty were:

(a) the large number of items used;
(b) the fine discriminations required by the use of a seven point scale; and,
(c) the use of all positive items which made it difficult to establish a base line for comparison of items.

THE SELECTION of ITEMS USED

One of the major aims of the survey was to solicit general agreement among staff regarding the relative importance of the various skills, competencies

listed.

The timetable under which the research was conducted gave little opportunity for a thorough literature search to find the most appropriate methodology and insufficient time was spent in the development of the items used. Although some attempt was made at providing a rational model into which items should fit the model itself was not exposed to question. It may have been a more productive approach to have sought an initial reaction from College staff about the scope and significance of the basic assumptions that underlie the model and seek agreement about the areas pertinent to teacher education and establish a framework from which to construct a series of statements about teaching behaviour.

THE BALANCE of ITEMS within CATEGORIES

The model from which the items were derived was built around five key areas. Sufficient items were selected within each area to describe the range of behaviours appropriate to the area. The number of items in each area was on the basis of adequate description not on providing an equal number of items in each area.

Table 7 shows the distribution of items among categories and gives the total number of items within categories together with the number of those ranked among the top thirty items by respondents.

TABLE 7 Distribution of Items among Categories

Category	Total Number of Items in Category	Number of Items Ranked Within Top 30
Professional Knowledge	17	3
Teaching Skills Methods	19	16
Functional Skills (Routine)	10	1
Interpersonal Relationships	9	5
Personal Attributes	10	5

It is of interest to note the differing ratios in respect to the number of items available and the number of items ranked among the top thirty. The emphasis clearly places teaching method first, followed by interpersonal relationships and personal attributes.

These distinctions however, must be viewed with some caution as items could fit more than one category. An independent sorting of items to categories would be needed to test the item 'fit' within the categories as named.

THE LEVEL of GENERALITY of ITEMS

Much difficulty was experienced in writing the statements for the survey. The intention was to be sufficiently general so that any item applied equally well to one teaching area as another and yet be sufficiently specific to enable every statement to relate to instances of teaching behaviour.

Although these criteria were applied to each item used, no method of ensuring that all items were of comparable level of generality was found. The shift in generality from one item to the next is likely to contribute to another source of distortion in the overall result.

THE ROLE of the COLLEGE

If the knowledge, skills and attitudes of good teaching develop through a variety of sources - natural aptitude, maturation, home influence, school learning, specific training and field experience, to what extent can these be given purpose and direction as a result of the training and experiences within the College?

To suggest that the College can do little or has no responsibility in certain areas implies either:

(a) that some teachers will be unsuccessful and the College accepts no responsibility; or,

(b) selection for entry should be on the basis that the prospective trainee already possesses the knowledge, skills and attitudes.

POINTS of DISPARITY

Within the limitations already discussed there appear to be some points of disparity between staff members' perception of student needs in training and the content of the course. The following examples are not intended as criticisms of existing courses. They are used to illustrate ways in which the survey results may be useful in examining course content and method.

1. ITEM 12

   During the period of three to four weeks when the researcher attended a range of method classes across several teaching areas, there was an apparent emphasis on understanding the rationale and structure of the Achievement Certificate. Course outlines from various teaching departments listed the Achievement Certificate as an area to be covered in the third year course. Staff members ranked the item concerning the Achievement Certificate as Rank sixty four.

2. ITEM 35

   Questioning techniques. In the survey this item was ranked sixteen. The major mention of questioning techniques was on the form Assessment for Teaching Practice. This raises the questions:

   Where are these techniques taught?

   Who takes the responsibility for ensuring questioning techniques are given adequate coverage?

   How is the required level of proficiency determined?

CONCLUSIONS

1. The current study in its present form contributes little to the body of existing research into teacher education. It has, however, provided a forum through which staff members of this College were able to express personal views.

2. A systematic follow up of this study is needed to formalize a statement about good teaching. It should be possible to arrive at:
   (a) consensus concerning basic assumptions and a general framework from which all else derives;
   (b) an agreed definition of how each statement be interpreted thus providing a basis for analysing responses; and,
   (c) concurrence as to the item/category 'fit' to enable generalizations to be drawn with some justification.

3. An extension of this study to incorporate the views of current students, recent graduates and experienced teachers might also be useful. It would be of interest to examine the answers to questions such as the following:

   To what extent do students believe they are taught those things College staff rate as important?
   To what extent do students/recent graduates agree that these things are of major importance?
   What are students'/recent graduates' perceptions of what the College course should provide?

Perhaps some thought could be given to providing a justification for various sections of College courses that will help students put their total training in perspective and reduce the sense of frustration that many students feel when course requirements seem irrelevant to their training needs.

APPENDIX 1

THE TEACHING GAME

INTRODUCTION

This survey is an attempt to clarify College goals and aims as they relate to teaching competencies.

As a result of their College experience teachers graduating from Nedlands College of Advanced Education should have developed a number of competencies.

INSTRUCTIONS

- Look through these cards to familiarize yourself with the content and range of some suggested competencies.
- Distribute the cards along the place scale in front of you to show the order of tasks you personally regard as being the least to most important skills for the teacher graduating from Nedlands College of Advanced Education. Place at least ONE item in each of the categories one to seven.
- Make additional cards to cover any areas that you feel have been omitted.
- On completion of sorting, enter card rating on the response sheet against the appropriate item numbers.
- Discuss your allocation of priorities. Did you adopt a particular method for rating statements e.g. category, hierarchy, survival, thematic, intuitive etc.
- Are all these statements related to things for which the College has a responsibility?

- Place an asterisk along side any statements which describe competencies for which the College should not be responsible.

APPENDIX II

INDEX to STATEMENTS used in SURVEY of COMPETENCIES RELATED to GOOD TEACHING

A teacher graduating from Nedlands College of Advanced Education should ...

ITEM	STATEMENT
1	Have well informed ideas about a wide range of topical and educationally relevant issues.
2	Have a desire to keep abreast of ongoing developments and research findings related to major teaching field.
3	Show willingness to share ideas and materials with other teachers.
4	Be able to maintain professional relations with his colleagues.
5	Be able to engage in professional activities that support or improve teaching as a profession.
6	Be able to discuss his major teaching area with enthusiasm.
7	Be able to answer most student questions about subject matter. Be able to direct students to an answer about their questions in content area.
8	Be able to distinguish between fact and opinion. Demonstrate independent critical and creative thought.
9	Have an understanding of how children learn i.e. the theory of instruction. Reflect an understanding of learning theory in planning and instruction.
10	Have an understanding of how children think and be able to apply psychological theories relevant to the development and changes of attitudes and beliefs.
11	Have knowledge of at least three basic teaching strategies e.g. expository, discovery, group discussion, programmed learning etc.
12	Have an understanding of the rationale behind the structure and implementation of the Achievement Certificate.
13	Be able to demonstrate an understanding of at least two specialized techniques e.g. micro teaching, interaction analysis, simulation techniques, human relations training.
14	Have knowledge of the facts, concepts and principles of two or more subject areas.

15 Have knowledge of work covered by pupils in the total school curriculum, including their range of previous school experiences since initial entry into the school system.

16 Have developed an understanding of the role of one or more specialist subject areas in the total curriculum of the secondary school.

17 Be widely read in their major teaching area.

18 Be able to plan a sequential series of lessons for a unit of work. Be able to write programmes in a meaningful format.

19 Be able to move in logical steps through the introductory, new learning, recapitulation and closing phases of a lesson.

20 Be able to encourage students to explore their own ideas.

21 Be able to implement strategies that ensure each lesson provides a balanced variety i.e. not just listening, not just thinking, not just writing.

22 Be able to demonstrate a growth in teaching skills over the period of training.

23 Be skilled in identifying specific pupil learning outcomes for each lesson.

24 Be able to adopt an instructional level/method appropriate to particular pupil interests, experiences and abilities.

25 Be able to actively involve students in subject material i.e. stimulate a desire to learn.

26 Possess skills in using reinforcement techniques in learning and social situations that maintain desired behaviour.

27 Be able to employ knowledge of child growth and development in classroom practices.

28 Be able to cater for individual differences. To organize and supervise individual work.

29 Possess skills in using a variety of teaching methods.

30 Be able to present a given topic in different ways and through different media.

31 Be able to use stated criteria to analyse and assess own teaching.

32 Have specific skills in diagnosing the learning needs of children i.e. make observation of student behaviour, administer standard educational diagnostic tests etc.

33 Be able to give clear instructions, outline procedures and expected activities.

34 Be able to make use of a range of the available teaching resources.

35 Have skills in using a range of questioning techniques.

36 Be able to devise schemes of work and lesson plans based on the approved curriculum.

37 Have an accepted standard of accuracy in personal spelling and grammar.

38 Have skill in handling impromptu situations.

39 Have skills in constructing, setting and marking tests and examinations and setting homework assignments.

40 Be able to maintain administrative records and follow established procedures for ordering, requisitions etc.

41 Be able to make and display materials in the classroom including writing/drawing on blackboard.

42 Be able to demonstrate skills in using devices available as teaching aids e.g. overhead projector, cassette recorder, video etc.

43 Have a well organized set of materials and equipment.

44 Be able to provide a functional and attractive learning environment.

45 Be able to maintain firm and friendly control of the class.

46 Be able to use non verbal signals and cues in classroom management.

47 Be able to maintain pleasant and consistent behaviour - be fair and impartial, have a sense of humour, laugh at pupil's jokes.

48 Be able to match non verbal and verbal behaviour in classroom interaction.

49 Be able to respond with sensitivity to pupils' feeling and moods.

50 Possess skills in guiding pupils in the development of self control. Help pupils control impulsive behaviour.

51 Be able to help pupils develop confidence in themselves. Help pupils feel they belong in/are part of the school organization.

52 Be able to talk with pupils about their personal difficulties.

53 Have an awareness of patterns of classroom interaction. Be able to encourage positive interaction between teacher/pupil; pupil/teacher; pupil/pupil.

54 Be able to establish warm relationships with students and peers e.g. stop and chat with pupils outside class periods. Call pupils by name. Make effort to know class members as people as well as pupils.

55 Be able to listen to and respond to pupils' opinions.

56 Be able to show due regard to the role of the teacher as a representative of public morality and behave accordingly e.g. mediator of culture, model for the young.

57 Have an open and sincere approach in personal contacts.

58 Be able to develop a teaching style suited to own personality.

59 Have developed self awareness, self acceptance.

60 Be able to make effective use of voice in teaching e.g. volume, pitch, quality, diction, language usage.

61 Be able to contribute to extra curricular activities related to the school.

62 Have an appropriate attitude toward standards of dress. Be well groomed and dressed appropriate to the situation.

63 Have interests outside the school which help maintain a creative interest in life.

64 Have a capacity for self control. Be able to overcome personal fatigue, boredom, frustration.

65 Be able and willing to ask for help, advice.

APPENDIX 111

CRITERIA of EFFECTIVE TEACHING as DEFINED in 21 SELECTED RESEARCH STUDIES

CHARACTERISTIC	FREQUENCY OF MENTION IN 21 STUDIES
Communication skills: interprets abstract ideas and theories clearly	17
Attitudes toward students which are favourable	17
Knowledge of the subject	14
Good organization of the subject matter and course	13
Enthusiastic about the subject	12
Fair in examinations and grading	11
Willing to experiment - flexible	9
Encourages students to think for themselves	8
Pleasant personality or personal appearance	8
Interesting as a lecturer - good speaking ability	7
Instructor is a worthwhile human being	7
Respects student opinion and is tolerant of student disagreement	6
Researcher - scholarship activities	5
Self controlled, cooperative, patient	5
Effective use of questions in class discussion	5
Has a variety of interests	5
Gives clear assignments	5
Provides useful feedback on student progress	4
Ability to stimulate or broaden student interest	4
Is appreciative of student effort	4
Encourages open communication	4
Sense of humour	3
Does not discriminate	3
Provides a relaxed classroom atmosphere	3
Motivates students to do their best work	3
Self reliant and confident	3
Anticipates individual needs	3
Recognises his own limitations and mistakes	3
Has good classroom control	2
Amount of student learning	2
Interested in and enjoys teaching	2

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Supports ideas with examples, comparisons and facts	2
Helper not a dictator - willing to help student in and out of class	2
Uses a wealth of commentarial statements	1
Has a knowledge of educational objectives	1
Dependable, healthy, honest, prompt	1
Involves students in course planning	1
Is a professional teacher, never stops learning himself	1
Gives personal attention to student work	1
Believes students respect him as an individual	1